

# 1969 – 1970 SUPPLEMENT

FOR BULLETIN for 1968-1970  
Undergraduate School  
Graduate School



**MOUNT ST. MARY'S COLLEGE in Los Angeles**

MAIN CAMPUS • 12001 Chalon Road/California 90049 • 272-8791  
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MOUNT ST. MARTIN  
ARCHIVES

TERM CALENDAR 1969 - 1970

FALL TERM, 1969

September 20 Foreign Language Placement Examination.  
 22 Registration for New Students (9:00-12:00 & 1:00-4:00).  
 23 Registration for Returning Students (9-12:00 & 1-4:00).  
 24 Classes Begin.

October 1 Last Day to Register or Add a Course.  
 10 Last Day to Register for Graduate Record Examination.  
 24 Last Day to Drop a Course without Penalty of grade F.

November 14-15 Graduate Record Examination.  
 26 Thanksgiving Recess begins, 5:10 p.m.

December 1 Classes Resume  
 9 Registration for Continuing Students (9-12:00 & 1-4:00).  
 9-10-11 Final Examinations.

WINTER TERM, 1970

January 5 Registration (9:00-12:00 and 1:00-4:00).  
 6 Classes Begin.  
 13 Last Day to Register or Add a Course.  
 29 Last Day to Drop a Course without Penalty of grade F.

February 12 Lincoln's Birthday. - Holiday

March 13 Last Day to Register for Graduate Record Examination.  
 16 Registration for Continuing Students (9-12:00 & 1-4:00).  
 16-17-18 Final Examinations.

SPRING TERM, 1970

March 31 Registration (9:00-12:00 and 1:00-4:00).

April 1 Classes Begin  
 8 Last Day to Register or Add a Course.  
 17-18 Graduate Record Examination.  
 24 Last Day to Drop a Course without Penalty of grade F.


May 7 Ascension Thursday - Holiday.  
 Memorial Day - Holiday.

June 10-11-12 Final Examinations.  
 13 Graduation.

SUMMER SESSION, 1970

June 27 Registration for summer session.  
 29 Classes Begin.

August 7 Final Examinations.



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SEMESTER CALENDAR 1969-70

FALL SEMESTER, 1969

September		
13, 15, 16	Registration	
17	Classes Begin	
October	1	Last Day to Register or Add a Course
	10	Last Day to Register for Graduate Record Examination
	24	Last Day to Drop a Course without Penalty of grade F
November	1	All Saints' Day, Holiday
	14-15	Graduate Record Examination
	27, 28, 29	Thanksgiving Vacation
December	1	Classes Resume
	8	Immaculate Conception, Holiday
20-January	2	Christmas Vacation
January	3	Classes Resume
	19-24	Final Examinations

SPRING SEMESTER, 1970

January		
29, 30, 31	Registration	
February	2	Classes Begin
	14	Last Day to Register or Add a Course
March	13	Last Day to Register for Graduate Record Examination
	14	Last Day to Drop a Course without Penalty of grade F
	26-31	Easter Vacation
April	1	Classes Resume
	17-18	Graduate Record Examination
May	7	Ascension Thursday, Holiday
		Memorial Day, Holiday
June	1-6	Final Examinations



Add: Page 12\*

THE STUDENT-DEVELOPMENT CENTER

The Student-Development Center (SDC) is a co-educational facility beginning the fall of 1969 on the Doheny Campus of Mount St. Mary's College. The SDC offers an intensive ten-week program designed on an individual basis to reorient the student's approach to the learning process, and to prepare students to succeed in a traditional college environment.

The program generally consists of the following phases:

1. Assessment of individual needs (a three-day program three weeks prior to the term)
2. Individual program design in conjunction with staff member
3. Implementation of program in skills (e.g., reading, writing, speaking, listening, evaluative thinking, etc.)
4. Individual and group counseling, and seminars
5. Continual evaluation and feedback to student
6. Preparation for transferring from the SDC

The Center also engages in an on-going research program to evaluate new methods, programs, approaches, and materials specifically relevant to the collegiate underachiever.

Students who have been dismissed from a college program, high school graduates whose records preclude admission to college, and those students interested in assessing their academic potential are eligible to enter the Center's assessment program. Further participation in the Center will be based upon the information gathered from this assessment program.

The cost of participation in the diagnostic program is \$50. The cost of full participation in the Center's curriculum is \$500 per ten-week term. Financial assistance is available and information requests for financial aid are directed to the Director of Admissions and Financial Aid for the Doheny Campus.

STUDENT-DEVELOPMENT CENTER STAFF

Lloyd J. Thomas, Ph.D. (Cand.)	Director
Barbara Biggs, Ph.D. (Cand.)	Communications Specialist
Gary Felton, Ph.D. (Cand.)	Coordinator of Counseling
James P. Robinson, Ph.D.	Research Specialist
Betty Wilson, B.A.	Diagnostic Specialist
Sister Joan Henehan, M.A.	Reading Specialist
Diane Nelson, B.A.	Writing Skills

STUDENT-DEVELOPMENT CENTER PROGRAM

SD 100	Reading Laboratory
SD 110	Writing Laboratory
SD 120	Speech Laboratory
SD 130	Listening Skills
SD 140	Study Skills
SD 150	Group Counseling
SD 160	Math-Cognitive Skills
SD 155	Individual Counseling
SD 170	Public Speaking
SD 174	Improvisation
SD 178	Dramatic Interpretation

\* Page numbers throughout refer to MSMC Bulletin 1968-70

Add to #3 - Scores on Scholastic Aptitude Test (SAT) or American College Test (ACT), etc. The ACT is given by the American College Testing Company, and arrangements to take this test are made by writing to American College Testing, Box 168, Iowa City, Iowa 52240.

CLASSIFICATION OF STUDENTS - page 16

Add under Full-time students: Full-time students in the Student Development Center carry a work load at least equivalent to full-time students in academic program.

FINANCIAL AID - page 19

Add to Tuition Grants: Federal Nursing Grants  
Add to Loans: National Defense Student Loans, Federal Nursing Student Loans, Federally Insured Loans.

REFUNDS - page 20 Change to read:

The date on which the "Notice of Withdrawal" form for full-time students or the "Change of Classes" form for graduate and all part-time students is filed with the Registrar's office is the date used to calculate the amount of refund of tuition, and/or room and board.

Period of time . . . . .	Refundable
During the first two weeks . . . . .	75%
During third week . . . . .	50%
During fourth week . . . . .	25%
After fourth week . . . . .	None

No degree will be conferred on any student, nor will a statement of credits be furnished unless all accounts are paid in full.

MASTER OF SCIENCE IN EDUCATION - page 37

Add: C. Master of Science in Education with a Specialization in Special Education  
This program, sponsored jointly by Mount St. Mary's College and the Marianne Frostig Center, is intended to educate teachers for positions of leadership in special education.

Requirements: ED 200/Psyc 200, ED 201, Ed 202, ED 241A, B, and C, ED 246/Psyc 246, ED 248/Psyc 248, ED 249/Psyc 249, ED 250, ED 251, ED 338A and B.

DEPARTMENT OF BIOLOGICAL SCIENCES - page 45

The Major: Change to read

A minimum of 28 upper division units including Biology 130, 151A plus one course selected from 151B, 151C, or 151D; 190, 198ABC. Majors will be expected to take the Graduate Record Field Examination before graduation.

Add:

151B HUMAN PHYSIOLOGY (3)  
Detailed study of the functional processes of the body; inter-relationship of the systems; dynamics of fluid balance, control mechanisms, transport systems, metabolic activity. Lecture, laboratory. Prerequisite 151A.

151C PLANT PHYSIOLOGY (3)  
Dynamics of plant metabolism; photosynthesis, respiration, biochemistry, transport systems, growth and development. Lecture, laboratory. Prerequisite Biology 2



151D ANIMAL PHYSIOLOGY (3)

Detailed study of the functional processes of the animal system; interrelationship of these systems, development, differentiation and growth. Prerequisite 151A

198AB: Change to:

198A\* RESEARCH METHODS AND INSTRUMENTATION (2) Biol/Chem Interdept.

Staff. An introduction to the techniques and materials of research. Theory, applications and demonstration of the workings of scientific instrumentation.

198B\* RESEARCH READINGS (1) Staff

Directed reading in a special interest area for the departmental research requirement.

198C\* BIOLOGICAL RESEARCH (2-4) Biol/Chem Interdept. Staff

Directed research project. May be taken under the guidance of a Biology or Biochemistry staff member.

199ABC: Change to:

199\* INDEPENDENT STUDY (1-4) Biol/Chem Interdept. Staff

Readings in a special interest area or the initiation or continuation of a research project. Work should culminate in a written project.

Add:

298 BIOLOGY OF MARINE ORGANISMS (3)

Biochemistry of organisms, water and sediment in the marine environment; physiological process of individuals and populations; alteration effects by temperature, salinity, light, density, and oxygen; oceanographic factors and zonation. Lectures, field study, laboratory research.

299 MARINE ENVIRONMENTAL STUDIES (3)

A study of marine plants and animals and their interrelationship; distribution according to physical and chemical environments; ecology of marine microorganisms; drifting organisms and their place in the economy of the seas; evolutionary adaptation and taxonomical considerations. Lectures, field study, laboratory research.

DEPARTMENT OF EDUCATION - page 49

Add:

100 SCHOOL IN THE AMERICAN SOCIETY (3)

An introductory course aimed to acquaint students with the heritage of the past as well as to prepare them to understand the important role of education in the present. Designed to give an overall view of the field with special emphasis on the sociological importance of education particularly in our society.

Page 52, Delete 204

Change 205 to read:

205 DEVELOPMENT AND EVALUATION OF THE CURRICULUM (3)

Basic principles of curriculum development. Study of the techniques of curriculum planning and evaluation and of curriculum organizational patterns.

Change title to read:

212 ADMINISTRATION OF THE ELEMENTARY SCHOOL AND ITS PERSONNEL (3)

213 ADMINISTRATION OF THE SECONDARY SCHOOL AND ITS PERSONNEL (3)

Change 216 to read:

- 216 SUPERVISION OF INSTRUCTION (3)  
Basic principles of supervision of instruction and in-service education. Designed to assist the administrator and his staff and/or supervisory personnel in the techniques of supervision.

Delete 217

Page 53, Add:

- 255 SEMINAR: PRINCIPLES OF CURRICULUM AND INSTRUCTION (3)  
Principles and procedures of curriculum program planning. Study of trends in major curricular fields.
- 256 SEMINAR: SCHOOL ADMINISTRATION (3)  
Aspects of school administration in varied organizational structures.
- 257 SEMINAR: SUPERVISION OF INSTRUCTION (3)  
Examination of current trends in school supervision and of new dimensions of the supervisory role.
- 299A SPECIAL DIRECTED STUDIES (1-3)
- 299B SPECIAL DIRECTED STUDIES (1-3)

Page 53, Add at Bottom:

#### DISTRICT INTERNSHIP PROGRAMS

These programs are open only to those candidates who have been screened and approved by Mount St. Mary's College and the School District. A bachelor's degree and a teaching major are required.

1. District Internship - Elementary  
ED 136 (3), 139ABC (4-4-4), 171 (3), 201 (3) or 206 (3), 335A (4), Math 350 (3), Eng 105 (3)
  - ED 139A ELEMENTARY SCHOOL CURRICULUM (4)  
A study of the child in the elementary school curriculum, with special emphasis on reading and the communication skills. This study will include the developing of an understanding of general principles, instructional procedures and materials, and the evaluation process. Observation and participation in actual classroom situations will focus on these subjects, including coordination with teacher-assistant assignment in an inner-city school.
  - ED 139B ELEMENTARY SCHOOL CURRICULUM (4)  
A study of the child in the elementary school curriculum, with special emphasis on mathematics, science, and social studies. The study will include the developing of an understanding of general principles, instructional procedures and materials, and the evaluation process. This course will concur with first classroom teaching assignment.
  - ED 139C ELEMENTARY SCHOOL CURRICULUM - INTERN SEMINAR (4)  
This course is designed to study the curriculum, materials and methods specific to the needs of the teacher of the inner city child. This seminar parallels the first internship year and is credited as supervised teaching.

2. District Internship - Secondary  
ED 171 (3), 172 (3), 173 (3), 174(3), 201 (3) or 206 (3),  
377 (3), Methods (2) (Major and Minor), Grad. Courses (6)  
(Major or Minor), electives (6).

ED 174 SECONDARY SCHOOL CURRICULUM - SEMINAR FOR INTERNS (3)  
This course is designed to study the curriculum,  
materials, and methods specific to the needs of the  
teacher of the inner-city student. This seminar parallels  
the first internship year and is credited as supervised  
teaching.

- 3 & 4 District Internship - Educable Mentally Retarded  
Students in these programs must complete the Standard Teaching  
Credential which includes a minor in E.M.R.

3. EMR - Elementary  
ED 240 (3), 241 (3), 242 (3), 243 (3), 245 (3), 246 (3),  
247 (3), 339 (4).

4. EMR - Secondary  
ED 240 (3), 241 (3), 242 (3), 243 (3), 245 (3), 246 (3),  
247 (3), 339 (4).

240 CURRICULUM FOR THE EDUCABLE MENTALLY RETARDED (3)  
This course includes a study of the curricula, the  
methodologies, and the materials for teaching the educable  
mentally retarded at the elementary and secondary levels.  
For this program, the instruction will deal with the com-  
plexities of working with EMR children in the inner city.

241A CURRICULUM AND TEACHING METHODS FOR THE EDUCATIONALLY  
HANDICAPPED: PPE-SCHOOL AND EARLY PRIMARY (3)  
Instruction deals with training in the sensory-motor  
phase of development, language as the mediator of thought,  
early perceptual education, and the social and emotional  
needs of the young child as related to the educational  
process.

241B CURRICULUM AND TEACHING METHODS FOR THE EDUCATIONALLY  
HANDICAPPED: THE ELEMENTARY SCHOOL CHILD (3)  
Study of vertical decalage and its importance for teaching  
methods; emphasis on remedial methods for all aspects of  
the curriculum, the role of the teacher in the emotional  
development of the child, and the importance of helping  
the child find purpose and self-respect as he works with  
others.

241C REMEDIAL AND SPECIAL EDUCATION DURING PUBERTY AND  
ADOLESCENCE (3)  
Study of special developmental tasks of adolescence; prob-  
lems of motivation and remediation; helping the youngster  
in junior and senior high school work toward specific life  
goals.

242 REMEDIAL AND SPECIAL EDUCATION (3)  
An introduction to the study of the exceptional child.  
A study of the patterns of development and behavior of the  
child who differs from the normal.

243 THE ORGANIC AND CULTURAL BASIS OF MENTAL RETARDATION (3)  
A study of the research findings on the basis of mental  
retardation, organic and cultural. Implications for over-  
coming the social, psychological and vocational problems  
will be explored.

- 244 THE DEVELOPMENT AND LEARNING CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED (3)  
A study of the development of the mentally retarded child with emphasis on his ability to learn.
- 245 SENSORY DEVELOPMENT AND TRAINING OF THE SEVERELY MENTALLY RETARDED (3)  
A study of the sensory development of the severely mentally retarded. Programs and techniques of training as related to the growth and development of the mentally retarded are examined. Techniques for working with parents are included in this course.
- 246 PRINCIPLES OF COUNSELING EXCEPTIONAL CHILDREN AND THEIR PARENTS (3)  
A study of the organization and administration of counseling services and the techniques of counseling exceptional children and their parents. Helping children and parents understand and adjust to deficits; helping children and parents understand each other's feelings; helping parents plan for their children; guiding adolescents towards vocational goals.
- 247 LANGUAGE AND SPEECH DISORDERS (3)  
A study of language and speech development with emphasis on the nature of and correction of disorders.
- 248 NORMAL AND DISTURBED DEVELOPMENT OF BASIC ABILITIES (3)  
(Note: to be taken prior to ED 241; to be articulated with ED 202)  
Study of sensory-motor functions, language, perception, higher thought processes, social and emotional development in the normal child; deviations found in the child with learning difficulties.
- 249 APPRAISAL OF CHILDREN WITH LEARNING DIFFICULTIES (3)  
(Note: to be articulated with ED 241B and 251)  
Theoretical knowledge of tests most frequently used in various school systems including those used at the Frostig Center. The teacher's role in assessment mainly through observation in the classroom and interviews with children and parents.
- 250 PROBLEMS IN THE EDUCATION OF THE EDUCATIONALLY HANDICAPPED (3)  
A practicum course in which the teacher applies what she has learned in her work with a single child.
- 251 SUPERVISION OF PROGRAMMING (3)  
General responsibility for quality and integration of curriculum for each child and small group assigned. This course is also designed to help the teacher acquire supervisory and leadership skills; practical training will be given in presenting ideas to other teachers, evaluating classroom work etc.
- 338AB INTERNSHIP IN THE EDUCATION OF EXCEPTIONAL CHILDREN (16)  
After satisfactory completion of ED 248, the teacher will work under supervision for two semesters with small groups, each semester with a different age level.
- 339 OBSERVATION AND PARTICIPATION (4)  
Observation of and participation in the classroom for the mentally retarded. This includes supervised teaching.

EDUCATOR TRAINING CENTER

Educator Training Center and Mount St. Mary's College offer the following courses. The goals of the program are to know the value of, and how to develop, schools without failure through: (1) A Success Philosophy, (2) A Plan for Action, and (3) A New Method.

STAFF

William Glasser, M.D., Director  
Douglas H. Naylor, M.S. in Educ., Administrator  
Marianne M. Dancy, M.A.  
Richard Hawes, M.A. (Ph.D. Cand.)  
Rosemary Lucente, M.S. in Educ.  
Elizabeth A. Mahoney, M.A.  
Donald J. O'Donnell, M.A.

- ED 280A SEMINAR: PHILOSOPHY FOR SCHOOLS WITHOUT FAILURE (2)  
A course designed to assist a staff to develop a philosophy of education that provides experiences in the school that assure success.
- ED 280B FIELD WORK: HUMAN RELATIONS (1)  
Supervised practice to accompany ED 280A.
- ED 281A SEMINAR: PHILOSOPHY FOR SCHOOLS WITHOUT FAILURE (2)  
A continuation of ED 280A or 280C.
- ED 281B FIELD WORK: HUMAN RELATIONS (1)  
Supervised practice to accompany ED 281A.
- ED 280C This course is designed for summer sessions and is equivalent to ED 280A & B.
- ED 282A SEMINAR: PLANNING IN-SERVICE ADMINISTRATION (2-3)  
Systems which contribute to Pupil development.
- ED 282B Continuation of ED 282A . (2-3)
- ED 284A SEMINAR: PLANNING FOR A RELEVANT CURRICULUM (2-3)  
Emphasis on thinking and involvement.
- ED 284B Continuation of ED 284A (2-3)
- ED 286A SEMINAR: PLANNING PUPIL PERSONNEL SYSTEMS  
WHICH PRODUCE RESPONSIBLE BEHAVIOR BY STUDENTS (2-3)
- ED 286B Continuation of ED 286A (2-3)
- ED 288A SEMINAR: Planning to Involve the Community as a School Resource (2-3)
- ED 288B Continuation of ED 288A (2-3)

DEPARTMENT OF ENGLISH & SPEECH - page 55

Add:

- 4G CLASSICAL MYTHOLOGY (3)  
36 PRE-SCHOOL LITERATURE (3)

Page 56 Add:

- 110 Add asterik 110\*  
126 THE SHORT STORY (3)  
Reading and analysis of representative works of the genre.  
133 PSYCHOLOGY AND LITERATURE (3) (See Psychology 133)

10/110AB Change as follows:

A is as described in bulletin.

B is - Play Reading: Principles of dramatic monologue and readers' theater.

DEPARTMENT OF FOREIGN LANGUAGES - page 58

FRENCH

Preparation for the major: Change to read:

French 10, 25, 32 or their equivalent. French 10 is not required of native speakers and may be waived by the department for students with acceptable oral-aural facility.

The Major: Change to read:

French 101 and eight upper division courses in literature including 112ABC and any one course from each of the following periods: Seventeenth Century, Nineteenth Century, Twentieth Century. A senior thesis, which carries no credit is required. Recommended: Courses in European History, Modern Philosophy, the literature of other modern languages, and Classics in translation.

SPANISH - page 59

Preparation for the major: Change to read:

Spanish 8, 25, 42 or their equivalent. Spanish 8 is not required of native speakers and may be waived by the department for students with acceptable oral-aural facility.

The Major: Change to read:

Spanish 109 and eight upper division courses in literature including 112ABC and any one course in the Golden Age and in the Contemporary Period. A senior thesis, which carries no credit, is required. Recommended: Linguistics 115 for students preparing for teaching, and courses in Spanish-American History, Spanish-American Literature, the literature of other modern languages, and Classics in translation.

Page 62

Delete French 10AB, 101AB, and 114AB.

Add:

10 PHONETICS AND CONVERSATION (3)

101 ADVANCED COMPOSITION (3)

112ABC INTRODUCTION TO STUDY OF FRENCH LITERATURE (3-3-3)

An introduction to poetry, prose fiction and drama, tracing the development of each genre from the Middle Ages to the present. Special attention given to literary theory and internal criticism of works studied in class. Prerequisite: FR 4

A. Poetry

B. Prose Fiction

C. Drama

133 NEW TRENDS IN TWENTIETH CENTURY DRAMA (3)

Analysis of the works of eight contemporary playwrights, from Jean Cocteau to the Theater of the Absurd (1930 to the present). Prerequisite: FR 112ABC

134 NEW TRENDS IN TWENTIETH CENTURY NOVEL (3)

A study of the search for identity as the hero of the contemporary French novel experiences "l'angoisse, l'engagement, l'absurde et l'anti-sentiment." Prerequisite: FR 112ABC

Delete: 122, 124, 132, 143, 228, 230AB, 239, 278ABCD, 290.

Change 42/142 to read:

42/142 HISTORY AND CIVILIZATION OF SPAIN (3)

A background course for the study of Peninsular literature. Historical, social and cultural development of Spain. Prerequisite: Sp. 4

Add:

112ABC INTRODUCTION TO STUDY OF SPANISH LITERATURE (3-3-3)

An introduction to poetry, prose fiction and drama tracing the development of each genre from the Middle Ages to the present. Special attention given to literary theory and internal criticism of works studied in class. Prerequisite: Sp. 4

A. Poetry

B. Prose Fiction

C. Drama

123 LITERARY EXPRESSION OF MEDIEVAL THOUGHT (3)

Themes, ideas and forms of medieval literature as an expression of the life, thought and attitudes of the middleages: poetry, prose and drama.

125 LYRIC POETRY FROM SANTILLANA TO QUEVEDO (3)

Main lyric poets from the Fifteenth Century, the Renaissance and Baroque. Prerequisite: 112ABC

128 THEATRE OF THE GOLDEN AGE (3)

Discussion of the major figures of the Golden Age Theatre with emphasis on Lope de Vega, Tirso de Molina, Ruiz de Alarcon Calderon. Prerequisite: Sp. 112ABC and two advanced literature courses.

130 LITERARY REALISM OF THE NINETEENTH CENTURY: THE NOVEL (3)

Study and analysis of the works of the major representatives of the 19th Century Spanish realism.

Prerequisite: 112ABC

134 NEW DIRECTIONS IN SPANISH POETRY AND THEATRE (3)

Analysis of the major trends of Spanish Poetry and Theatre of the XXth Century through an intensive study of specific authors.

Prerequisite: 112ABC

143 THE SPANISH-AMERICAN NOVEL (3)

The development of the novel with emphasis on the most characteristic authors and genres of the Twentieth Century.

Prerequisite: 112ABC

195ABC SEMINAR: STUDIES IN MEDIEVAL OR GOLDEN AGE LITERATURE (3-3-3)

For seniors only.

230 THE RECREATION OF THE PAST IN SPANISH ROMANTICISM (3)

Aspects of the revival of legendary and historical material in the poetry, drama and novel of the Romantic Period.

232 STUDIES IN THE GENERATION OF '98 (3)

The spirit of the generation of '98 as reflected in the works of its major representatives. Intensive analysis of selected works.

237 REALISM AND NATURALISM IN SPANISH-AMERICAN LETTERS (3)

Study and analysis of representative works in Spanish-American realism and naturalism.

243 EVOLUTION OF THE SPANISH-AMERICAN SHORT STORY (3)

The development of the short story with emphasis on the most characteristic authors of the Nineteenth and Twentieth Centuries.

273A THE NOVEL AFTER THE CIVIL WAR (3)

Analysis of the principal literary and ideological characteristics of the Post-Civil War Spanish novel through an intensive study of specific authors.

282 CONTEMPORARY SPANISH-AMERICAN THOUGHT: THE ESSAY (3)  
Directions and trends of Spanish-American thought as reflected in the work of representative essayists.

DEPARTMENT OF HISTORY, POLITICAL SCIENCE, ECONOMICS

POLITICAL SCIENCE - page 72

Add:  
148 THE PSYCHOLOGY OF POLITICS (3)  
(See Psychology 148)

DEPARTMENT OF HOME ECONOMICS - page 75

Add:  
45 FIELD WORK OBSERVATION AND PARTICIPATION (1)  
Observation-participation in a nursery school providing each student with a wide range of experience in instruction and guidance of young children. The laboratory work is supplemented by seminar-type staff meetings, assigned readings, special projects, and training in recording observations. The course is given each term.

DEPARTMENT OF NURSING - page 85

The following will replace all material shown on pages 85-87

BACHELOR OF SCIENCE

The Nursing major leads to a Bachelor of Science degree. The general education requirements are the same as those required for a Bachelor of Arts degree, with the following exceptions:

PREPARATION FOR THE MAJOR: Psy. 1, Soc. 1, Anthro. 2, Chem. 2, Biol. 51ABC, Biol. 3, Home Econ. 10, Psy. 112, 168; Phil. 105. (The last three courses may be taken concurrently with the Nursing Course.)  
Recommended: Hist. 10, Foreign Language, Colloquia(3), Psy. 2, 40, 145; Soc. 2, 104; Phys. 2AB.

THE MAJOR: One lower division and seven upper division courses in Nursing, four courses in Medical Science, and one course in Public Health Science. All courses are required.  
Students have clinical experience in a variety of community hospitals and health agencies under the direct supervision of the faculty of the nursing department.

20 INTRODUCTION TO NURSING (4)  
Lecture 2 hours; laboratory 8 hours.  
A study of the concepts underlying the philosophy of nursing, the role of nursing in society, interpersonal relationships, and an understanding of man as a bio-psycho-social being. An introduction to the process of assessment and intervention, the concept of adaptation, and the principles and practice of selected basic nursing skills. Clinical experience in selected health agencies.

101ABC NURSING SCIENCE I (4-4-4)  
Lecture 2½ hours; laboratory 8 hours.  
Offered concurrently with Medical Science 120ABC. A study of the bio-psycho-social impact of simple health-illness problems on families and individuals of all ages. Emphasis is on the Adaptation Level Theory and the assessment of the immediate and environmental factors affecting this level. Methods of nursing intervention will be introduced. Clinical experience is provided in a variety of community health agencies, concurrent with the theoretical course content.  
Prerequisites: Junior standing and the completion of Nursing 20.



102ABC NURSING SCIENCE II (8-8-8)

Lecture, 2½ hours; laboratory 24 hours.

A study of nursing intervention for patients and families with complex nursing problems. The emphasis is upon intervention by the nurse for persons whose illness necessitates a long-term or permanent change in their life-pattern and where greater complexities are a part of the nurse's technical responsibility. The role of the nurse in group leadership, management, group dynamics and interdisciplinary health care planning will be developed. Clinical experiences in a variety of health agencies will be concurrent with the theoretical content of the course.

Prerequisites: Senior standing and the completion of 101ABC.

103 DEVELOPMENTS IN PROFESSIONAL NURSING (3)

A study of nursing practice, structure, and recent contributions of nursing organizations to the role of the professional nurse in the modern world. Emphasis on legislation, education, professional problems, and contemporary trends influencing nursing.

120ABCD MEDICAL SCIENCE (2-2-2-2)

Theory basic to diagnosis, treatment, and rehabilitation of persons with biophysical pathology. Concepts of health and disease as related to the stages of: a) disease foundation and predisease factors, b) presymptomatic disease conditions, c) symptomatic diseases, and d) irreversible conditions.

PUBLIC HEALTH

100 PRINCIPLES OF PUBLIC HEALTH (3)

A study of the philosophy of public health and the epidemiological approach to public health problems, community programs for the control of communicable and non-communicable diseases, environmental sanitation, and a consideration of the fundamental principles of organization in public health.

DEPARTMENT OF PHILOSOPHY - page 87

Add:

138 APPROACHES TO MAN (3)

(See Psychology 138)

DEPARTMENT OF PHYSICAL SCIENCE AND MATHEMATICS

CHEMISTRY - page 92

Change:

6A and 6B to 2 units each.

MATHEMATICS - page 93

Change 1A-1B-1C to:

1A-1B-1C MATHEMATICAL ANALYSIS I

Differential and integral calculus of elementary functions with associated analytic geometry, trigonometry and college algebra applications.

Prerequisites: Three years of high school mathematics.

PHYSICS - page 95

Add:

2A MECHANICS AND HEAT (3)

Lecture: 3 Hours. Quiz: Bi-weekly, 1 hour.

Same as Physics 1A, but a knowledge of calculus is not prerequisite. This sequence is designed primarily for students majoring in the life sciences. Credit may not be given in both Physics 1A and Physics 2A.

2B ELECTRICITY, OPTICS AND MODERN PHYSICS (3)

Lecture: 3 Hours. Quiz: Bi-weekly, 1 hour

Selected topics from the fields of electricity, magnetism, geometric and wave optics; an introduction to the main features of modern physics. Credit may be given in only two of Physics 2B, 1B, and 1C.

Prerequisite: Physics 2A or equivalent.

DEPARTMENT OF PSYCHOLOGY - page 95

Add:

133 PSYCHOLOGY AND LITERATURE (3)

An analytic approach to the study of characters and themes in selected plays, novels, and short stories. Both the aesthetic value in itself and literature's function as a means of insight into individual behavior will be explored for their relevance to contemporary questions within the framework of humanist psychology.

138 APPROACHES TO MAN (3)

An interdepartmental course using the epistemological, ethical, observational and experimental approaches in the study of man's knowing and striving behavior. (Designed for non-majors.)

148 THE PSYCHOLOGY OF POLITICS (3)

The course will deal with social psychological principles that are relevant to political activities and will apply these principles in an analysis of political practices in America.

199B SPECIAL PROBLEMS (3)

Individual study of problem of interest.

Prerequisite: Consent of instructor.

230 MEASUREMENTS--THEORY AND PROCEDURES (3)

An advanced course in the evaluation, use, and interpretation of individual and group tests of intelligence, personality, interest, and achievement. Prerequisite: Course in Statistics.

235 GROUP PROCESS--THEORY AND PROCEDURES (3)

Consideration of group organization, leadership, roles and the dynamics basic to understanding the group process through participation in the course group.

240 PUPIL PERSONNEL SERVICES (3)

The basic principles of Guidance and Counseling including the practices common in the modern school.

243 THE ORGANIC AND CULTURAL BASIS OF MENTAL RETARDATION

(See Education 243)

244 THE DEVELOPMENT AND LEARNING CHARACTERISTICS OF THE EDUCABLE

MENTAL RETARDED (See Education 244)

246 PRINCIPLES OF COUNSELING EXCEPTIONAL CHILDREN AND THEIR PARENTS

(See Education 246)

247 LANGUAGE AND SPEECH DISORDERS

(See Education 247)

248 NORMAL AND DISTURBED DEVELOPMENT OF BASIC ABILITIES

(See Education 248)

249 APPRAISAL OF CHILDREN WITH LEARNING DIFFICULTIES

(See Education 249)

W10 PSYCHOLOGY WORKSHOP - TRAINING FOR TEACHER EFFECTIVENESS (1-3)

This workshop aims at training classroom teachers in the skills and methods of fostering healthy human relationships with their students. Focus is on creating a non-judgmental, accepting classroom; and fostering self-direction and self-evaluation in students.

DEPARTMENT OF SECRETARIAL SCIENCE - page 98

Change 6ABC to:

6ABC TRANSCRIPTION (3-3-3)

An integrated shorthand and transcription course designed to meet high standards of vocational proficiency. Phrasing, derivatives, and an intensive application of theory form a part of this course. Rapid and accurate transcription is stressed.

Prerequisite: Sec. Sci. 4AB; LAB or equivalents.

Add:

51 SECRETARIAL PROCEDURES (3)

This course is designed for students who possess skills in shorthand, typewriting, and business communications. Gives practical application of skills in the performance of secretarial duties.

Prerequisite: Sec. Sci. 6A or concurrently enrolled.

DEPARTMENT OF SOCIOLOGY - page 102

Add:

130 BLACK STUDIES (3)

A sociological analysis of the role of the black man in the United States with an emphasis on the contemporary struggle for recognition and identity.

135 MEXICAN-AMERICAN STUDIES (3)

A sociological analysis of the Mexican-American with an emphasis on the contemporary struggle for recognition and identity.

DEPARTMENT OF THEOLOGY - page 105

Delete 145

Add:

145A COMPARATIVE RELIGION (3)

Comparative religion in general and the world religions of the Near and Far East. Emphasis on Hinduism, Buddhism, Confucianism, Islam.

145B COMPARATIVE RELIGION (3)

Treatment of religions of the Judaeo-Christian tradition, including Judaism, Roman Catholicism, Eastern Orthodoxy, Protestantism.

INTERDEPARTMENTAL COURSES - page 106

Add:

SOCIAL ACTION (0-1)

Training and participation in tutoring in conjunction with the Welfare Department and individual schools.

COLLOQUIUM 1 SOCIAL REVOLUTION (3) Sophomores

An interdisciplinary examination of the concept and phenomenon of social revolution: patterns in the revolutionary process--and in its economic, social, and political causes and effects; ideological, psychological, and artistic responses to revolution.

COLLOQUIUM 2 FLORENCE--THE 15th CENTURY (3) Juniors

An interdisciplinary study of Florentine Humanism and its expression in literature, the plastic arts, and music. Interrelationships between these arts and with the environment in which they were produced.



**MOUNT ST. MARY'S COLLEGE in Los Angeles**  
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